DOCUMENT RESUME

ED 164 935 CE 019 456

TITLE	Self-Study and Evaluation Guide/1977 Edition. Section D-8: Rehabilitation Teaching Services.
INSTITUTION	National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
PUB DATE	21 Jul 77
NOTE	27p.; For related documents see CE 019 449-455, EC 113 429-444, ED 057 836, ED 057 838, and ED 057 840
AVAILABLE FROM	National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York 10016
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); *Blind; Check Lists; Guidelines; *Program Evaluation; *Rehabilitation Programs; Self Evaluation; *Standards; Teachers; *Visually Handicapped
IDENTIFIERS	National Accreditation Council

ABSTRACT

This self-study and evaluation guide on rehabilitation teaching services is one of 28 guides designed for organizations who are undertaking a self-study as part of the process for accreditation from the National Accreditation Council (NAC) for agencies serving the blind and visually handicapped. Provided are lists of standards to be appraised by the self-evaluation teams or the extent to which the organization meets the standards (excellent, satisfactory, adequate, poor, minimal, and not applicable). Areas of standards considered are planning for rehabilitation teaching services, rehabilitation teaching personnel, services, and evaluation. Throughout the guide, space is provided for written comments to be made such as an explanation of a rating or why a standard did not apply. The concluding part of the guide contains six questions which permit the agency to describe its plan for continuing evaluation and improvement of rehabilitation teaching services. (Other accreditation guides are available--see note.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED164935

SELF-STUDY AND EVALUATION GUIDE | 1977 Edition

Rehabilitation Teaching Services

NATIONAL ACCREDITATION COUNCIL
For Agencies Serving the Blind and Visually Handicapped

79 Madison Ave.
New York, N.Y. 10016

CE 019 456

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

National Accreditation Council

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INSTRUCTIONS

Two steps should precede the use of this section:

1. *Section A, Manual of Procedures,* should be read for an understanding of the overall framework and governing principles of the self-study and accreditation process.

2. Section B, Philosophy and Profile, should be reviewed, since it embraces the statement of the organization's philosophy of service an indispensable base for evaluation of its work.

All key personnel including members of the organization's self-study committee should use this section to assess this function or program.

In the parentheses ( ) preceding the standard, insert a symbol according to the following system to indicate the extent to which the organization's practice meets the standard.

E - *Excellent.* The organization meets the standard to the fullest extent and functions excellently in regard to it.

S - *Satisfactory.* The organization meets the standard to the fullest extent and functions well in regard to it; or it meets the standard to a satisfactory extent (i.e., not full coverage) and functions excellently in regard to it.

A - *Adequate.* The organization meets the standard to a satisfactory extent and functions acceptably in regard to it.

P - *Partial.* The organization meets the standard to a satisfactory extent but functions poorly in regard to it; or it meets the standard to a partial extent but functions acceptably in regard to it.

M - *Minimal.* The organization meets the standard only to a partial extent and functions poorly in regard to it; or it makes no provision for meeting the standard.

NA - The standard does not apply to the organization. Explain under *Comments*.

Note. Just as not all of the standards necessarily apply to all organizations, not all activities of a particular organization are necessarily covered by certain standards. The space provided under *Comments* should be used to note any important feature or characteristic of the organization's activities relating to the subject but not explained by the standard or rating.

Copyright © 1977, National Accreditation Council
Printed in The United States of America

ISBN 0-012948-47-7

LIST OF SELF-STUDY AND EVALUATION GUIDES

This section is intended to be used in combination with other self-study and evaluation guides listed below.* An organization undertaking a self-study will need the first seven sections (*A* through *C-5*), all *D* sections pertaining to the organization's services, *E* forms for the administrative, technical and professional staff and the evaluation summary and report, *Section F*.

Copies of each section may be purchased at nominal cost according to each organization's needs from the National Accreditation Council, 79 Madison Avenue, New York, NY 10016.

SECTION	TITLE
A	*Manual of Procedures*
B	*Agency and Community Profile*
C-1	*Function and Structure*
C-2	*Accounting for Services and Finances*
C-3	*Personnel Administration and Volunteer Service*
C-4	*Physical Facilities*
C-5	*Public Relations and Fund Raising*
D-2A	*Orientation and Mobility Services*
D-2B	*Orientation and Mobility Services (Dog Guide Programs Only)*
D-3	*Rehabilitation Centers*
D-4	*Workshop Services*
D-5	*Social Services*
D-6	*Vocational Services*
D-7	*Production of Reading Materials*
D-8	*Rehabilitation Teaching Services*
E	*Individual Staff Member Information Form*
F	*Evaluation Summary and Report*

* A special series of sections is available for use by special schools for blind and visually handicapped children and youth. These sections are being extensively revised during 1977-79. The revision project includes the development of standards and a self-study and evaluation guide for preschool services and a section on other service programs not covered by existing NAC program service standards. The project also includes revisions of sections *A*, *B* and *F*. Information may be obtained about these developments from the National Accreditation Council.

7-21-77

COMMISSION ON STANDARDS, 1977

Wesley D. Sprague, *Chairman*
Executive Director
New York Association for the Blind

Larry Baker, D.B.A., Assistant Professor of Management and Organizational Behavior
University of Missouri

John M. Crandell, Jr., Ph.D.
Associate Professor of Educational Psychology
Brigham Young University

Ralph L. Hoag, Ed.D.
Superintendent
Arizona State School for the Deaf and Blind

J. Arthur Johnson
Executive Director (retired)
Columbia Lighthouse for the Blind

John R. May
Executive Director (retired)
San Francisco Foundation

Robert McLean, Ph.D.
Professor of Mathematics
Loyola University (New Orleans)

Geraldine T. Scholl, Ph.D.
Professor of Education
University of Michigan

Donald H. Wedewer, Director
Florida State Office of Blind Services

COMMITTEE FOR REVISION OF STANDARDS FOR REHABILITATION TEACHING SERVICES

Ruth Kaarlela, *Chairman*
Assistant Director, Program for Training Rehabilitation Teachers
Western Michigan University

Damaris Bradish, Ph.D., Associate Dean, Home Economics Program
University of Missouri

Audrey A. Davis, State Supervisor
Rehabilitation Teachers
Virginia Commission for the Visually Handicapped

Donald H. Edwards
Director
Oregon School for the Blind

Billie Elder, Senior Instructor in Educational Services
Arkansas Enterprises for the Blind

William F. Gallagher
Director of Program Planning
American Foundation for the Blind

Thomas Hanson, Assistant Professor
Department of Social Services
The Cleveland State University

Linda C. Olson, Supervisor
Rehabilitation Instructional Services
Arizona Services for the Blind

Peter R. Paul
Superintendent
Illinois Community Services for the Visually Handicapped

Russell C. Williams, Chief
Blind Rehabilitation (retired)
Veterans Administration

COUNCIL STAFF

Richard W. Bleecker, Ed.D., *Executive Director*

Carl R. Augusto Huesten Collingwood
Ann F. Barber Anne L. New
Cheryl D. Sandler

CONTENTS OF THIS SECTION

Instructions ..... inside front cover

List of Self-Study and Evaluation Guides i

Acknowledgments iv

Introduction v

The Standards

1. Planning for Rehabilitation Teaching Services 1
2. Rehabilitation Teaching Personnel 4
3. Services 7
4. Evaluation 12

Programming for Improvement 14

Selected References 17

ACKNOWLEDGMENTS

The revision of the standards for rehabilitation teaching services is the product of the contributions of many individuals who gave their best thinking during various phases of the review process to assure that rehabilitation teaching standards remain relevant and useful. Special credit is given to Miss Ruth Kaarlela and the members of her technical committee, who prepared national review and final draft revisions of these standards.

The committee was assisted during various phases of the project by the broad-based input of persons from diverse backgrounds, settings and perspectives. Special appreciation goes to the leadership of the American Association of Workers for the Blind whose guidance and suggestions contributed significantly to the final product. The various professional organizations and interest groups in this field also deserve special recognition for their active participation and involvement. It is impossible to acknowledge individually the numerous valuable contributions received from a substantial number of accredited and non-accredited agencies and schools, professional organizations and interest groups, university preparation programs, consumers and their organizations, and other interested individuals and organizations.

REHABILITATION TEACHING SERVICES

1977 Edition

INTRODUCTION

Standards for Rehabilitation Teaching Services were developed originally by the ad hoc Commission on Standards and Accreditation of Services for the Blind (COMSTAC) and included in *THE COMSTAC REPORT: Standards for Strengthened Services*. This work, published in 1966, was a pioneering effort to stimulate improvements in services for the blind and visually handicapped Americans through the codification of sound standards for application in a national, voluntary system of accreditation. The standards for rehabilitation teaching services were incorporated in "Section D-5, Social Services" of the *Self-Study and Evaluation Guide* published in 1969 by the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC).

These revised standards for rehabilitation teaching reflect significant developments in the field since the standards were originally formulated. Since that time, the avenues available to agencies and rehabilitation centers for recruiting qualified teachers have been broadened through the growth of graduate and undergraduate degree programs with a specialty in rehabilitation teaching. The development of the national program conducted by the American Association of Workers for the Blind (AAWB) for certification of rehabilitation teachers is of considerable significance and is one factor that precipitated review of NAC's standards at this time. Other factors included a comprehensive review of the standards that had been undertaken by AAWB's Interest Group 11 and prepared in 1975, as well as the publication in that year of the report of a national workshop, "Rehabilitation Teaching - State of the Art," sponsored by the American Foundation for the Blind and the U. S. Department of Health, Education and Welfare.

The revision of these standards led to this new self-study and evaluation guide, *Section D-8, Rehabilitation Teaching Services,* which was undertaken at this time in recognition of the expanding role played by rehabilitation teachers in the total rehabilitation process. The revision project has had the suppport and active cooperation of persons and groups, including those concerned with rehabilitation teaching, as well as others in the field of services for blind persons and related fields. Input was secured from accredited and non-accredited agencies and schools, original formulators of the standards, interest groups, professional organizations, university professional preparation programs, and consumers and consumer organizations.

The revision project began with an announcement in the Fall, 1975 issue of NAC's newsletter, *The Standard-Bearer*. Comments and suggestions for improving the 1966 standards were invited. Shortly thereafter, a technical committee was appointed by the Commission on Standards to evaluate the responses and to prepare a preliminary draft of revised standards.

The technical committee met and considered the comments that had been received. It then prepared a preliminary draft of revised standards for national review which was announced in the Summer, 1976 issue of *The Standard-Bearer*.

Finally, the committee studied the many comments received during the national review and prepared a final report to the Commission on Standards.

The Commission expresses its sincere appreciation to the technical committee and to the many others who participated in this revision process.

Considerable interest in the preparation and qualifications of rehabilitation teachers was expressed during this process. Many participants identified the special academic degree in rehabilitation teaching as the preferred level of preparation for entry into the profession. Others suggested, however, that such programs needed to be expanded or increased in number before they can produce graduates in sufficient quantity to meet the need for trained personnel or that academic training in certain closely related fields also should be considered acceptable. A third point of view reflected a concern that AAWB should be the sole determinant of rehabilitation teacher qualifications. The final revision provides AAWB certification as one alternative qualification and special academic preparation as the other. These alternatives recognize the important role and responsibility of practitioners in setting qualifications for individual performance (certification) through their membership organization, AAWB; at the same time they recognize NAC's complementary responsibility to provide standards for institutional use in assessing agency operations (accreditation). Setting standards for the most appropriate qualifications for this special work is a concern of both AAWB and NAC toward the same goal of improved services.

Based on a consensus of what is considered "best practice" in the field, NAC standards are practical rather than theoretical. They are not prescriptive, but rather are intended to assist agencies in developing sound management and effective forms of service delivery. When conscientiously applied, they serve as quality controls to safeguard the persons receiving services and the funds expended to provide services. They are intended to be reasonably attainable and are neither the ideal nor the optimum. At the same time, they are meant to offer stimulation for improvement. Finally, they are designed to encourage assessment of the results of efforts to accomplish the agency's stated philosophy of service.

The standards begin with a part entitled "Planning" which stresses the value of broadly-based ongoing planning and program evaluation. These standards identify the main administrative characteristics of rehabilitation teaching services. They are followed by "Rehabilitation Teaching Personnel," which lists the personnel employed in order to achieve teaching goals and objectives. Next, "Services" describes the personal, home management, communications and other skills that may be covered by the service. Finally, the "Evaluation" part furnishes a basis for assessing the extent to which the goals and objectives of the rehabilitation teaching program are achieved. The results of these assessments are fed back into the planning cycle and furnish a basis for continuous strengthening of the rehabilitation teaching program.

REHABILITATION TEACHING SERVICES

THE STANDARDS

1. PLANNING FOR REHABILITATION TEACHING SERVICES

( ) 1.1 PHILOSOPHY. The agency's rehabilitation teaching services are consistent with its statement of philosophy of service as approved by its governing authority.

Comments:

( ) 1.2 PURPOSE. The principal purpose of the rehabilitation teaching program is to identify and meet the rehabilitation teaching needs of each learner and of the community in a timely manner by means of planning, providing and evaluating instruction in adaptive skills to enable the learner to live and function effectively within the environment.

Comments:

( ) 1.3 PERSONS SERVED. The agency identifies the group(s) of blind and other visually handicapped persons who may benefit from its rehabilitation teaching services, giving special consideration to the needs of youths, elderly persons and severely disabled persons.

( ) 1.3.1 Informed Staff. The rehabilitation teaching staff is aware of and understands the population identified by the agency to be served.

( ) 1.3.2 Instructional Setting. Consideration is given whether the needs of the learner are best met individually or in groups in the field or in institutional settings at various phases of the rehabilitation teaching process.

Comments:

( ) 1.4 PLANNING. Rehabilitation teaching services use a planning system to establish annual program goals and objectives.

( ) 1.4.1 Participation in Planning. Planning for rehabilitation teaching services includes the agency's governing authority and staff, persons served and interested citizens and community groups.

( ) 1.4.2 Community Planning. The agency cooperates and coordinates these services with those of other recognized community agencies.

Comments:

( ) 1.5 STRUCTURE. The structure, organization and administration of rehabilitation teaching services meet relevant NAC standards for function and structure, accounting for services and finances, personnel administration and volunteer service, physical facilities, and public relations and fund raising.

( ) 1.5.1 Program Status. The agency's organizational chart and job descriptions indicate the status and location of rehabilitation teaching services and personnel and their relationship to other activities within the agency.

( ) 1.5.2 Related Administration. Provisions are made for related administrative activities including program planning and evaluation, staff development, affirmative action and equal employment opportunity.

Comments:

( ) 1.5.3 Instructional Materials. Provisions are made for rehabilitation teachers to have access to aids, devices, appliances, tools and other supplies and equipment needed to facilitate the learning process.

( ) 1.5.4 Use of Other Resources. Provisions are made for consultation and special instructional services from other resources such as personnel from the cooperative extension service, home economists, orientation and mobility specialists, rehabilitation counselor, educational specialists and other resources as may be needed.

Comments:

( ) 1.5.5 Facilities. Provisions are made for rehabilitation teachers to have office and private instructional space conducive to the maintenance of confidentiality; and room for files, equipment and instructional materials.

Comments:

( ) 1.5.5.1 When instruction is given in an agency, rehabilitation center or community setting, sufficient space for individual and group instruction in the various skills is available.

Comments:

( ) 1.6 ADMINISTRATION OF THE REHABILITATION TEACHING PROGRAM. Rehabilitation teaching services needed to achieve each learner's potential for effective functioning are sought and are provided either directly by the agency or by purchase of service, referral, or in combination.

( ) 1.6.1 Basic Policies. The agency applies its established policies regarding fees, confidentiality and nondiscrimination in the provision of rehabilitation teaching services.

( ) 1.6.2 Coordination with Others. The rehabilitation teaching program cooperates and coordinates with all other available resources in its given geographical service area to assure provision of the full range of rehabilitation teaching services required and to avoid inappropriate duplication of effort.

Comments:

( ) 1.6.3 Skilled Staff. Services provided by the program are conducted by qualified personnel who receive regular supervision and in-service training and continuing education.

( ) 1.6.4 Quality of Outside Services. When a service is provided by a resource other than the agency's rehabilitation teaching program, the service meets appropriate standards as evidenced by certification, licensure, accreditation or other similar means.

Comments:

( ) 1.6.5 Participation of Learners. Significant decisions affecting the provision of rehabilitation teaching services are made with the participation of the learner and with family members and appropriate staff when indicated and agreed to by the learner.

Comments:

( ) 1.6.6 Caseload Size. The rehabilitation teacher caseload is of a manageable and efficient size, allowing for the geographic area or specialized assignments of the teacher, the proficiency and professional development of the teacher, and the characteristics of the persons served.

Comments:

( ) 1.7 SERVICE RECORDS. For each individual served, the agency maintains a confidential service record which includes: intake information, the individualized teaching service plan, ongoing progress notes and evaluations, and reports on termination and follow-up results.

Comments:

( ) 1.8 RIGHT OF APPEAL. When dissatisfied with the rehabilitation teaching program, the learner has the right to seek administrative review or fair hearing in accordance with an established agency policy.

( ) 1.8.1 Informing the Learner. The agency informs each learner of this right and the related procedures.

Comments:

2. REHABILITATION TEACHING PERSONNEL

( ) 2.1 PROVISION OF REHABILITATION TEACHING SERVICES. Rehabilitation teaching services are provided and supervised by qualified rehabilitation teachers.

( ) 2.1.1 Role of Rehabilitation Teachers. Rehabilitation teachers are the primary planners, coordinators, providers and evaluators of rehabilitation teaching services.

( ) 2.1.2 Role of Other Specialists. Adaptive skills, such as use of make-up, sewing techniques and braille music notation, may be taught to learners by others trained in these specific skills, provided such instructional activities are supervised by qualified rehabilitation teachers.

Comments:

( ) 2.2 QUALIFICATIONS OF REHABILITATION TEACHERS. Rehabilitation teachers meet one or the other of the following qualifications (A or B):

A. Certification

( ) 2.2.1A Possession of a valid certificate in rehabilitation teaching from the American Association of Workers for the Blind.

B. Specified Qualifications

( ) 2.2.1B Professional Preparation. Graduation from an undergraduate or graduate degree program which specializes in rehabilitation teaching from an accredited college or university.

( ) 2.2.2B Other. Respect for the dignity of the learner, motivation for helping and knowledge and skills for assisting the learner to use personal and other resources which can help the learner successfully to achieve rehabilitation teaching objectives.

Comments:

( ) 2.3 CLASSIFICATION OF REHABILITATION TEACHERS. Rehabilitation teachers generally are employed within an agency or rehabilitation center setting according to position descriptions which approximate the following:

( ) 2.3.1 Level I. The rehabilitation teacher assumes primary responsibility for a range of rehabilitation teaching services such as the rehabilitation teaching assessment, development of the learner's plan of instruction including sequential lessons and objectives, the provision of planned instruction (in personal and home management, communications and other skills) and follow up and evaluation of individualized services.

( ) 2.3.2 Level II. The senior rehabilitation teacher assumes primary responsibility for providing learners the full range of rehabilitation teaching services; in addition, such teacher assumes additional related functions such as program planning and evaluation, and supervision of other rehabilitation teachers and services.

Comments:

( ) 2.4 SUPERVISION. An agency or rehabilitation center which employs two or more rehabilitation teachers makes provision for a supervisor of rehabilitation teachers who has had previous successful experience as a rehabilitation teacher under the supervision of a qualified rehabilitation teacher supervisor and who meets one or the other of the following qualifications (A or B):

A. Certification

( ) 2.4.1A Possession of a valid certificate in rehabilitation teaching from the American Association of Workers for the Blind.

B. Specified Qualifications

( ) 2.4.1B Professional Preparation. Graduation from an undergraduate or graduate degree program which specializes in rehabilitation teaching from an accredited college or university.

( ) 2.4.2B Other. Respect for the dignity of the learner, motivation for helping, and knowledge and skills for assisting the learner to use personal and other resources which can help the learner successfully to achieve rehabilitation teaching objectives.

Comments:

( ) 2.5 COLLABORATIVE PERSONNEL. Various other personnel are utilized to provide a range of adaptive skills to ensure that the learner has full opportunity to achieve the individualized rehabilitation teaching objectives.

( ) 2.5.1 Qualifications. Qualifications for collaborative personnel are consistent with applicable standards and the qualifications established by professional organizations or certification and licensing bodies.

( ) 2.5.2 Support Staff. Adequate clerical staff is available: adequate maintenance staff is employed to keep facilities and equipment in functional and attractive condition.

Comments:

( ) 2.6 VOLUNTEERS. Volunteers are selected, trained, placed, supervised, evaluated and recognized in accordance with established standards. (See *Section C-3, Personnel Administration and Volunteer Service.*)

Comments:

3. SERVICES

( ) 3.1 ASSESSMENT. Applicants assess their needs and interests for rehabilitation teaching services with the assistance of qualified personnel before instruction begins.

( ) 3.1.1 Intake Responsibilities. The agency assigns intake, information and referral responsibilities to specified personnel or programs.

( ) 3.1.1.1 These responsibilities are assigned to professionally trained social workers, or to rehabilitation teachers, or to an inter-disciplinary staff team which includes rehabilitation teachers as members.

( ) 3.1.1.2 The rehabilitation teacher cooperates with other professional staff in helping to identify the other needs of the learner which may be met by the agency or community resources.

Comments:

( ) 3.1.2 Scope of Assessment. The assessment of needs and interests includes appraisals of the applicant's visual, hearing and other health factors; educational, vocational and social background and the individual's motivation, capacities and need for specific adaptive skills.

( ) 3.1.2.1 The sources of assessment information include: current reliable referral data; visual and other medical, psychological, educational, vocational and social records; interviews with the learner and, if appropriate, with family members.

Comments:

( ) 3.1.2.2 Provision is made for medical consultation as may be needed in individual cases.

Comments:

( ) 3.1.2.3 The rehabilitation teacher utilizes appropriate communicative skills such as interviewing, listening, and providing information, support and encouragement in assisting the applicant with the assessment.

( ) 3.1.2.3.1 The rehabilitation teacher affords the applicant opportunity to express feelings and thoughts regarding visual disability and specific problems related to it, and assists the learner to examine and work through those feelings and attitudes which impede the learning of skills encompassed by rehabilitation teaching.

( ) 3.1.2.3.2 The rehabilitation teacher informs the applicant about other community resources relating to rehabilitation teaching service needs. When the applicant expresses other needs, the teacher suggests appropriate referral sources.

Comments:

( ) 3.1.3. Individualized Rehabilitation Teaching Plan. Upon completion of the assessment, a determination is made whether rehabilitation teaching services can realistically be expected to benefit the individual, in which event the findings are utilized by the applicant and teacher to develop an individualized rehabilitation teaching plan including sequential lessons and measurable objectives.

( ) 3.1.3.1 The teaching techniques and instructional settings are selected consistent with the applicant's aspirations and life situation.

Comments:

( ) 3.2 PERSONAL MANAGEMENT SKILLS. Programs in personal management skills include (check those regularly included):

__ Orientation and movement within the immediate home environment

__ Personal care and hygiene

__ Eating techniques

__ Money identification

__ Medical and health management

__ Social obligations

__ Personal record keeping

__ Other personal management skills (specify)

Comments:

( ) 3.3 HOME MANAGEMENT SKILLS. Programs in home management skills include (check those regularly included):

__ Adaptive techniques in food selection and preparation

__ Cooking

__ Maintenance of nutrional adequacy

__ Use of special diets

__ Selection, use and care of home furnishing and appliances

__ Clothing selection, organization and care

__ Child care

__ Sewing

__ Ironing

__ Home maintenance and repair

__ Establishment of a suitable living environment

__ Illness and injury prevention

__ Other home management skills (specify)

Comments:

( ) 3.4 COMMUNICATIONS SKILLS. Programs in communications skills include (check those regularly included):

__ Familiarization with and use of electronics communications devices and low vision aids that may enable the learner to perceive the printed word

__ Use of tape recording equipment as aids in personal note-keeping

__ Braille

__ Typing

__ Handwriting

__ Use of timepieces

__ Use of the telephone

__ Record keeping

__ Use of the abacus

__ Manual alphabet

__ Methods of verbal and non-verbal communication

__ Listening skills

__ Other communications skills (specify)

Comments:

( ) 3.5 OTHER SKILLS. Programs to develop appropriate attitudes and other adaptive skills include the initiation or continuation of family, social and community activities, educational pursuits, and recreational and leisure time activities.

( ) 3.5.1 The rehabilitation teacher is involved, if appropriate, in helping with some aspects of the prevocational evaluation and work adjustment programs of the learner.

Comments:

( ) 3.6 CHARACTERISTICS COMMON TO ALL SKILLS. Instructions in personal management, home management, communications and other skills possess the following common characteristics:

( ) 3.6.1 Individualized Plan. The purpose of teaching each skill and the relationship of that skill to the instructional goals of the total program is established with the learner and the content is outlined before teaching begins:

Comments:

( ) 3.6.2 Opportunities for Practice. Appropriate opportunities are afforded to develop confidence through practical application of each skill in realistic settings, using current techniques and materials;

( ) 3.6.3 On-Going Assessment. The progress of the learner during instruction in each skill is closely evaluated and recorded, and adjustments to the rehabilitation teaching plan or objectives are made when indicated;

Comments:

( ) 3.6.4 Use of Suitable Equipment. Aids and appliances used during training are comparable to those that are accessible to the learner upon completion of instruction, and the learner is assisted in transferring the learned skills into the setting where they will be utilized when training is completed;

( ) 3.6.5 Encouragement of Independence. All skill instruction is provided to encourage learner independence and full participation in family and community activities.

( ) 3.6.6 Family Involvement. Family members are actively involved in the implementation of the rehabilitation teaching services where appropriate.

Comments:

( ) 3.7 CLOSURE. The service is ended when the measurable rehabilitation teaching objectives have been achieved after a reasonable period of follow-up, or when progress evaluations indicate that rehabilitation teaching services can not realistically be expected to further benefit the individual.

( ) 3.7.1 Informing the Learner. The reason for the closure decision is explained to the learner and, where applicable, the learner's right to administrative review or fair hearing is explained.

( ) 3.7.2 Referral. The learner is referred to other community resources when there is indication that they may be of value to the learner.

( ) 3.7.3 Reapplication. The learner may be encouraged to reapply for additional agency service at a later date should circumstances warrant.

Comments:

4. EVALUATION

( ) 4.1 PURPOSE. The rehabilitation teaching service has an evaluation system to measure results in accomplishing its goals and priorities consistent with the agency's philosophy of service, the objectives of its rehabilitation teaching services, and the individualized written rehabilitation teaching plans and objectives of the learners served.

Comments:

( ) 4.2 SCOPE OF EVALUATION. Program evaluation is an ongoing part of rehabilitation teaching services, encompassing individual assessment and planning, as well as instruction in personal management skills, home management skills, communications skills and other skills.

Comments:

( ) 4.3 PARTICIPATION IN EVALUATIONS. Members of the governing authority, administrators, rehabilitation teachers, collaborative personnel, learners, volunteers, interested public and community groups and concerned individuals participate in the rehabilitation teaching evaluation processes.

Comments:

( ) 4.4 FREQUENCY OF EVALUATIONS. Evaluations are conducted continuously and reported in writing on a regularly scheduled basis, summarized in the annual report, and become an integral part of the agency's management information system.

Comments:

( ) 4.5 GOALS OF EVALUATION. Evaluations are conducted to validate and improve service effectiveness; a number of significant factors are included such as the extent to which the following are met:

( ) 4.5.1 Learner Involvement. The learner is involved in all significant decisions pertaining to the services utilized;

Comments:

( ) 4.5.2 Reaching the Target Population. The target population is identified and served in a timely manner including consideration of the needs of youths, elderly persons and severely disabled people who are newly blind;

( ) 4.5.3 Use of Individualized Rehabilitation Teaching Plans. Comprehensive individualized rehabilitation teaching plans are developed, efficiently provided, and the learner's objectives achieved;

Comments:

( ) 4.5.4 Relevance of Service. Assessment, instruction in personal management, home management, communications, other skills and closure are relevant to each individual learner's needs;

( ) 4.5.5 Qualified Staff. Rehabilitation teachers and collaborative personnel are qualified to provide efficient, effective services that contribute to the learner's achievement of rehabilitation teaching objectives.

Comments:

( ) 4.6 STATISTICS. Statistical data are compiled to reflect various characteristics of those accepted and served, as well as those not accepted for service, including:

( ) 4.6.1 Characteristics of Learners. Number legally blind, number visually handicapped, and of those, the number of multihandicapped, and other pertinent information about learners.

( ) 4.6.2 Services Provided. Individualized teaching plans and objectives and nature of services provided;

( ) 4.6.3 Service Results. The results of the services in terms of the established plans and objectives (See *Section C-2, Accounting for Services and Finances*).

Comments:

( ) 4.7 PROGRAM PLANNING. Strengths, weaknesses and other evaluation findings are systematically integrated into the agency planning, budgeting and reporting cycles.

Comments:

PROGRAMMING FOR IMPROVEMENT

It is desirable for an organization to develop plans for improving rehabilitation teaching services. Such planning usually flows from the ongoing evaluation in a continuous cycle of planning, implementation and assessment. Participants in the planning include the governing authority, staff, persons served, as well as interested public and community groups and concerned citizens. The strengths and weaknesses uncovered through the self-study and evaluation process can assist in the development of a timetable for effecting further improvements.

The following six questions are designed to permit the agency to describe the program for evaluation and improvement of rehabilitation teaching services. The questions are also designed to help the Commission on Accreditation evaluate the agency in terms of one of the Commission's governing principles: "If deficiencies exist, the agency is willing to remedy them and gives evidence of being capable of effecting the needed remedies within a reasonable period of time."

It should be borne in mind that the principles of evaluation and planning for improvement apply equally to weaker as well as stronger areas of rehabilitation teaching procedures. The questions that follow should be answered by indicating both: (a) specific plans for improvement where the standards presently are not met; and (b) further improvements planned where the standards presently are met.

1. What improvements were made in the last fiscal year?

2. What improvements are under way in the present fiscal year?

3. What improvements are definitely planned for the next fiscal year?

4. What improvements are contemplated in the long-range plan?

5. How are these improvements related to the ongoing planning and evaluation processes of the organization?

6. How have rehabilitation teaching services affected the applicants and learners and their families?

MEMBERS OF SELF-STUDY COMMITTEE

Name	Identification (staff job title, Board member, consumer, etc.)
Chairman: _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Data Completed _____

Date accepted by Coordinating Committee _____

Organization Name _____

SELECTED REFERENCES

BOOKS

American Foundation for the Blind. *A Step-by-Step Guide to Personal Management for Blind Persons*, Second Edition. New York: American Foundation for the Blind, 1974.

American Foundation for the Blind. *Rehabilitation Teaching for the Blind and Visually Handicapped: The State of the Art, 1975.* New York: American Foundation for the Blind, 1975.

Carroll, Thomas J., *Blindness, What It Is, What it Does, How to Live With It.* New York: Little Brown, 1961.

Cholden, Louis S., *A Psychiatrist Works with Blindness.* New York: American Foundation for the Blind, 1958.

Commission on Standards and Accreditation. *THE COMSTAC REPORT: Standards for Strengthened Services,* New York: National Accreditation Council, 1966.

Cosgrove, Elisabeth. *Home Teachers of the Adult Blind: What they do, What they could do, What will enable them to do it.* Washington, D. C.: American Association of Workers for the Blind, 1961.

Dolger, Henry, M.D. and Seeman, Genard, *How to Live with Diabetes.* New York: Pyramid Publications (now part of Harcourt, Brace Jovanovich), 1970.

Institute of Rehabilitation Medicine. *Mealtime Manual for the Aged and Handicapped.* New York: New York University Medical Center, 1970.

Koestler, Frances A., *THE UNSEEN MINORITY, A Social History of Blindness in the United States.* New York: David McKay, Co., 1976.

Kubler-Ross, Elisabeth. *On Death and Dying.* New York: The MacMillan Publishing Co., 1969.

Lukoff, Irving F. and Cohen, Oscar, et al. *Attitudes Toward Blindness.* New York: American Foundation for the Blind, 1972.

Scott, Robert A., *The Making of a Blind Man: A Study of Adult Socialization.* New York: Russell Sage Foundation, 1969.

Yeadon, Anne. *Toward Independence -- The Use of Instructional Objectives in Teaching Daily Living Skills to the Blind.* New York: American Foundation for the Blind, 1974.

JOURNALS

American Foundation for the Blind, *The New Outlook for the Blind,* through December 1976; beginning January 1977: *Journal of Visual Impairment and Blindness.*

Association of Rehabilitation Teachers. *Net.*

National Rehabilitation Association. *Journal of Rehabilitation.*

LOOK FOR THIS SYMBOL OF QUALITY SERVICE

Accreditation conveys public recognition that an organization meets nationally accepted standards for quality services for blind and visually handicapped persons, responsible management and accountability.